Rhode Island's ESSA State Plan Committee of Practitioners

March 22, 2017
4 pm – 6 pm
NEIT, Room S330

Welcome

Today's Objectives:

As a result of this meeting, ESSA CoP members will:

- Give feedback on the supporting educators and supporting students recommendations
- Understand RIDE's current recommendations for Title IV, school improvement strategies, and report cards
- Be prepared with feedback questions to consider with constituents and for discussion in April

Today's Agenda:

- Welcome, introductions, and business
- Feedback discussions:
  - supporting educators
  - supporting students and schools
- Review recommendations for Title IV
- Review recommendations for school improvement strategies
- Review recommendations for report cards
- Closing and next steps

Remember to add questions to the Question Lot board throughout the session!

Updates

- Invitation only stakeholder group feedback meetings:
    - Friday, March 24, 8-10 am
    - Wednesday, March 29, 4-6 pm
    - Friday, March 31, 11-1 pm

- Requests for group engagement meetings to Felicia.Brown@ride.ri.gov and David.Allard@ride.ri.gov

- Recommendations posted on www.ride.ri.gov/ESSA

- Public survey open April 1- May 15

- Public forums:
    - Monday, April 24, Cranston High School East
    - Wednesday, April 26, Narragansett High School
    - Thursday, April 27, Pell Elementary School, Newport
    - Monday, May 1, Cumberland High School
    - Wednesday, May 3, West Warwick High School

- Public comment period starts June 1

Feedback Discussions

Choose one:

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Support for Excellent Educators
With Lisa Foehr
- Talent Management System
- Equitable Access to Effective Educators & Definitions

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OR

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Support for All Students
With David Sienko
- State Strategies
- Supports for Student Subgroups

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RIDE Rhode Island Department of Education

Input Questions: Supporting Educators

Talent Management System

1. Are there other factors that we should consider as we finalize our vision for a high-quality talent management system?

2. Are there other practices and/or strategies that you believe RIDE should prioritize?

3. Are there certain practices and/or strategies that we should prioritize in order to ensure that our highest poverty and highest minority students have access to excellent educators?

Equitable Access

1. For each definition, do your constituents…
   - Agree with the definition?
   - Have questions about the definition?
   - Have serious concerns about the definition?
2. Do these root causes still ring true?
3. Are there certain practices and/or strategies within the talent management framework that we should prioritize in order to ensure that our highest poverty and highest minority students have access to excellent educators?
4. Are there other strategies that we should consider as we finalize our vision for educator equity?

Input Questions: Supporting Students

State Strategies

1. What state level priorities & initiatives are important to you and your constituents and should be included in our State Plan?

2. What additional state level priorities & initiatives do you and your constituents feel we should include going forward?

Student Subgroups

1. What current work to support student subgroups should be emphasized or expanded through the ESSA state plan?

2. What other things should we include or emphasize to support each student subgroup?

Title IV: Well-Rounded and Supportive Education for Students

Draft Recommendations from RIDE

David Sienko, Director of the Office of Student, Community and Academic Supports

Title IV, Part A: Student Support & Academic Enrichment Grants

- Purpose
  - Provide all students with access to a well-rounded education
  - Improve school conditions for student learning
  - Improve the use of technology in order to improve academic achievement and digital literacy

- The SEA must address how the Title IV funds will support the State-level strategies previously discussed.

- Each LEA must receive no less than $10,000. Those LEAs that receive more than $30,000 are beholden to specific uses of funds by percentages.

RIDE Recommendations:
- Allow LEAs/districts the opportunity for maximum flexibility and innovation in the use of Title IV(a) funds to support strategic and innovative initiatives

- LEAs/districts would be able to determine the use of the funds in accordance with the federal requirements, with no further state restrictions on fund use

- Offer the full list of allowable uses for each fund category that is available within the federal ESSA legislation, plus providing additional suggestions based on state strategies already in place in Rhode Island

Title IV(a): Well-Rounded Education

LEAs that receive $30,000 or more must use at least 20% of their allocation on activities to support <u>well-rounded educational opportunities</u> such as (but not limited to):

- College and career guidance and counseling programs
- Music and arts programs
- STEM subjects
- Accelerated learning opportunities - including dual-enrollment and AP exam fees
- History, civics, or economics education
- World languages
- Environmental education
- Cross-curricular programs
- Early learning opportunities

Title IV(a): Safe, Healthy, and Supportive Schools

LEAs that receive $30,000 or more must use at least 20% of their allocation on activities to support safe and healthy students such as (but not limited to):

- Drug abuse and violence prevention programs
- School-based mental health services
- Programs supporting health and active lifestyles
- Programs preventing bullying and harassment
- Social emotional learning and skill building programs
- Mentoring and school counseling
- School drop-out and re-entry programs
- School-wide positive behavioral interventions and supports
- Training for school personnel around student mental health and trauma
- Programs to reduce exclusionary discipline practices (e.g. suspensions)

Title IV(a): Effective Use of Technology

LEAs that receive $30,000 or more must use **some** of their allocation on activities to support the <u>effective use of technology</u> such as:

- Building the capacity of school personnel to use data to support instruction
- Technological capacity and infrastructure
- Innovative strategies to deliver specialized or rigorous coursework through technology
- Blended learning programs
- Professional development for educators in the use of technology in the classroom
- Supporting school-based media specialists

*Spending on purchasing technology infrastructure is limited to 15% of the funds spent on technology

Title IV, Part B: 21st Century Community Learning Centers

- 21st CCLC grants are awarded to community learning centers that help participating students meet challenging academic standards through engaging afterschool activities.

- State must:
  - Describe how the State will use its Title IV, Part B, and other Federal funds to support State-level strategies.
  - Describe the State's processes, procedures, and priorities used to award sub-grants consistent with the State-level strategies

- The grants may be open to programs serving students from any school with high percentages of students from low-income families. Priority is given to schools identified as in need of support and improvement.

Title IV(b): 21st CCLC Criteria Recommendations

Federal program requirements	State program requirements	Rhode Island's program priorities
• Providing opportunities for academic enrichment to help students achieve challenging state academic standards; • Offering access to additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students; and • Offering families of participating students an opportunities to meaningfully engage with their child(ren)'s education.	• Alignment with the **Rhode Island After-School Quality Standards and Indicators;** • A variety of engaging academic and non-academic opportunities for students to explore possible interests, passions, and careers; and • An articulated partnership between the local education agency (LEA)/district, school or schools of participating students, and the community partner organization.	• **Early Foundations**: innovative, well-designed strategies to help ensure students in pre-school (Pre-K) through grade 3 have secure educational foundations and are on appropriate educational and developmental trajectories; and • **Advanced Learning**: innovative and well-designed strategies to help ensure middle and/or high school students have personalized learning opportunities during out-of-school hours that will prepare them for success in college and careers.

Title IV Input Questions

- How would you define a well-rounded education, safe and supportive school, and effective use of technology?

- Of the priority areas for the Title IV(a) grants, what state priorities should RI use its state funds for?

- What additional possible uses should be included in the list of allowable uses for Title IV(a) for each kind of expenditure: well-rounded education, safe and supportive schools, effective use of technology?

- Should RIDE direct the priorities for the use of the Title IV(a) funds beyond the federal guidelines. If so, what would you suggest particular priorities should be?

- For the Title IV Part B grants (21st CCLC), are there additional priorities that should be emphasized beyond early foundations and advanced learning?

- What additional criteria would you suggest to ensure the effective use of these grant funds?

School Improvement

Draft Recommendations from RIDE

Steve Osborn,

Chief for Innovation

School Improvement: Current Schools

In 2016-17, **30 schools serving ~18,000 students** are classified as a "Focus" or "Priority" school (more than 1 out of 8 RI students).

School Type	Focus	Priority
Description	**Substandard achievement** in ELA and math, unacceptable achievement gaps, and little or no progress in improving student outcomes.	**Lowest achievement** in ELA and math, intolerable achievement gaps, and demonstrates little or no progress in improving student outcomes.
# of Schools	10	20
# of Students	5,437	12,583
Defining Criteria	• Subgroup gaps points <12 • Percent proficient points <10 • School wide participation rate <95% for two consecutive years	• Among the schools with the lowest total index score (i.e. < 37.8) • School wide participation rate <95% for three or more consecutive years
Exit Criteria	Index score of 50 or greater for two consecutive years	Index score of 50 or greater for three consecutive years

Communities with Focus / Priority Schools
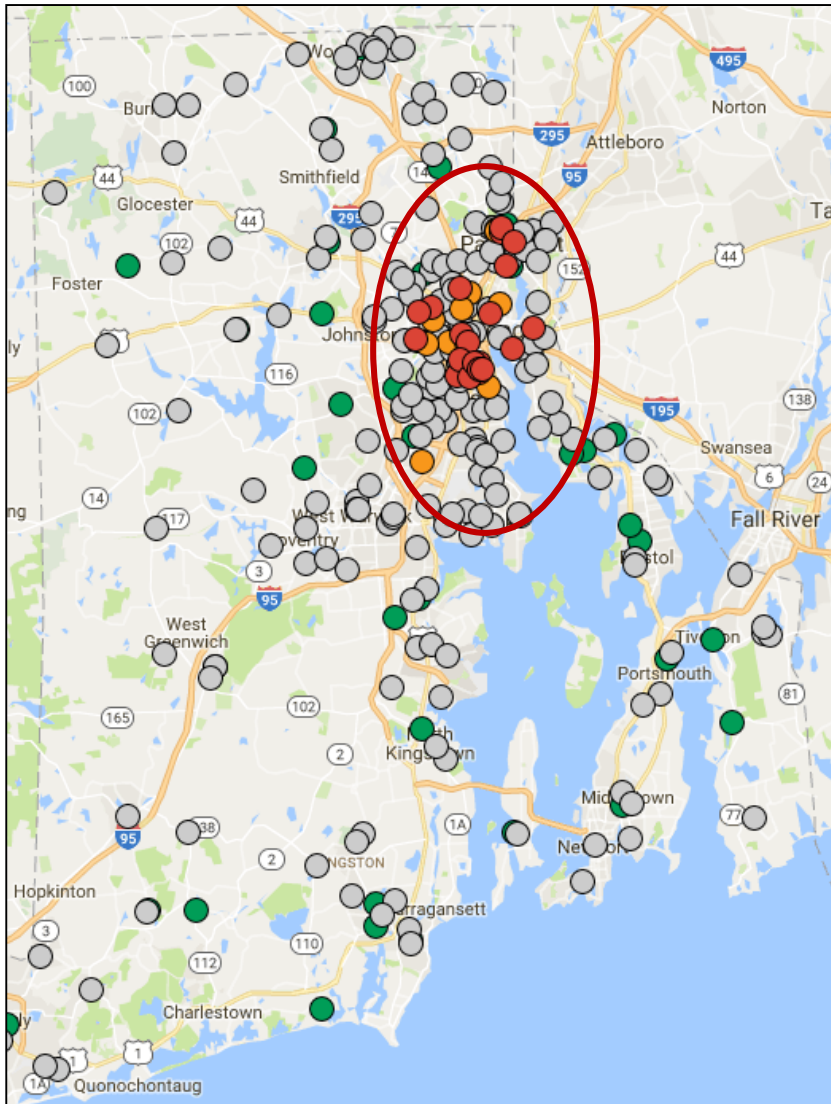
Communities:

- Central Falls (3 schools)

- Cranston (1 charter school)

- East Providence (2 schools)

- Pawtucket (1 schools)

- Providence (22 schools)

- RI School for the Deaf

Color key based on 2016-17 Classification:
- Green: Commended
- Gray: No Classification
- Orange: Focus
- Red: Priority

School Improvement: Current Policies

Policy	Description
School Improvement Plans	• Schools must select pre-determined improvement strategies from a "flex" menu or options. • RIDE directly engages and monitors school improvement efforts, with recent collaboration from districts. • No public annual reporting on school improvement efforts.
Exit Criteria	• Majority of currently identified schools have been identified since 2013. • Only 4 schools have exited the school improvement process as of 2009. • No new schools focus/priority schools identified since 2013
Funding	• ~$38m in federal school improvement funding since 2009 • Majority of funding has been through annual, formulaic school improvement grants. • RIDE has not imposed any historic selection or performance criteria on these annual grants.

Key ESSA Technical Changes

- Low-performing schools now identified for "Targeted" and "Comprehensive" Support and Improvement (replaces Priority/Focus status).

- New SEA accountability systems must define classification and exit criteria for "Targeted" / "Comprehensive" schools.

- Greater overall state flexibility and district-level autonomy for design and implementation of school improvement plans.

- SEAs may allocate all School Improvement grant funds (7% of Title I) on a formula or competitive basis (based on SEA-determined criteria).

- SEAs may take more direct action in LEAs with a high concentration of "comprehensive" schools that fail to meet the exit criteria.

Stakeholder Feedback Key Themes

- Collective shared responsibility amongst all stakeholders key for school improvement efforts.

- Educators closest to students are best positioned to design and implement improvement strategies, if they have support + flexibility.

- Community needs to be engaged throughout the school improvement process.

- RIDE should recognize schools for making positive school improvement efforts, but also identify and expand its role when further intervention is needed.

- School improvement funding should only be tied to high-quality school improvement plans.

Collective Responsibility for Improvement

- **Empower LEAs/schools to design and enact school improvement efforts.**

  o RIDE directly engages and supports LEAs.

  o LEAs directly engage and support schools.

- **RIDE technical assistance/support provided via "School Improvement Hub"**

  o Leverages SEA capacity to identify best-practice strategies, tools, and support partners (including LEAs in RI that have successfully implemented strategies).

  o RIDE will provide technical assistance to LEAs, with deep of focus on building capacity to oversee and implement school improvement efforts.

- **RIDE will annually present to the Council a report on school improvement efforts.**

Requirements for School Improvement Plans

Requirement:	Targeted Support and Improvement	Comprehensive Support and Improvement
Designed by…	Schools	Schools + LEAs
Developed in Partnership with Stakeholders (including community engagement)	✓	✓
Includes Evidence-based interventions	✓	✓ (As part of a holistic strategy)
Identifies Performance Metrics Aligned to Accountability System	✓	
Based on Needs-Assessment	-	✓
Identifies Resource Inequities	-	✓
Approved by…	LEA	LEA and SEA
Monitored by…	LEA	LEA and SEA
Posted Publically to "Hub"	✓	✓

LEAs may submit one LEA-wide School Improvement Plan rather than multiple individual plans

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Exit Criteria

- **Rewarding improvement without "trapping" schools:** all schools may exit identification in any year exit criteria is met.

- **Targeted Support and Improvement Schools:**
  - Must address sub-group deficiency threshold that resulted in classification.
  - LEAs may set additional exit criteria.

- **Comprehensive Support and Improvement:**
  - Schools must meet criterion-referenced bar aligned to the state's accountability system (to be determined).
  - Schools that fail to meet exit criteria after four years may be subject to additional state-determined intervention, consistent with RI General Law 16-7.1-5.

School Improvement Funding

Annual school improvement funding will increase from ~$1.9m to ~$3.4m. These funds will be allocated into three types of grants:

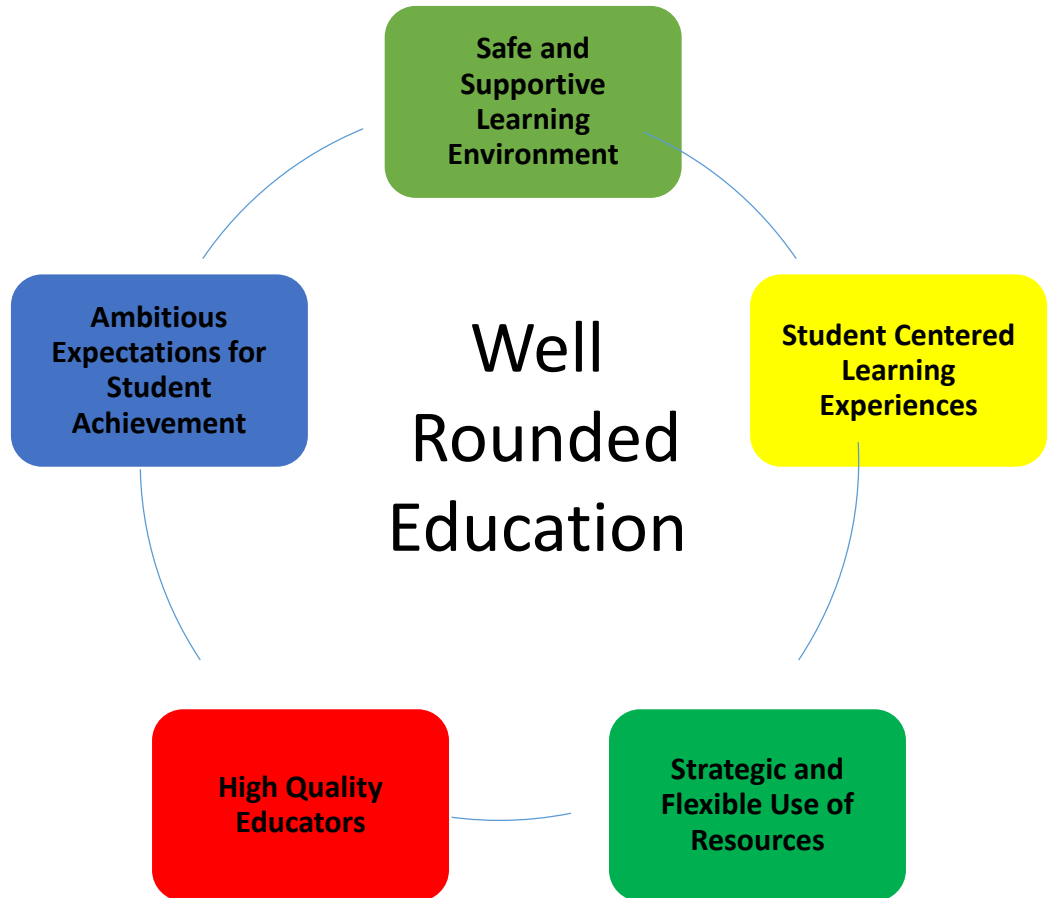| Grant	% of Funds	Purpose	Allocation Methodology	Eligible to Apply	ESSA Funding
Transformation Support Grants	≤70%	Directly support LEA proposed school improvement plans	Formulaic, with rigorous application criteria	LEAs w/ com. Or targeted schools	~$2.4m
Innovation Grants	≥25%	Spur LEAs to initiate innovative transformation strategies, strategically aligned to RIDE-priorities	Competitive	LEAs w/ comp. or targeted schools	~$850k
Dissemination Grants	5-10%	Encourage all LEAs with proven track-records of implementing a particular strategy to share best-practices/expertise with our lowest-performing schools	Competitive	Any LEA	~$175k

Input Questions

Topic	Key Question
School Improvement Plans	• What resources/tools do districts and schools need to successfully design, implement, and monitor school improvement plans? • What information does the community want to know about school improvement plans on an annual basis?
Exit Criteria	*Specifically for comprehensive support and intervention schools:* • Should RIDE set the "criterion-referenced" exit criteria bar as a growth target for schools? • How long should schools and districts have before RIDE initiates state-driven improvement actions? What should these actions look like?
Funding	• What competitive priorities should RIDE set for innovation and dissemination school improvement grants?

Report Cards

Draft Recommendations from RIDE

Mike Ferry,

Director of Data Analysis And Research

Rhode Island schools prepare every graduate to pursue a fulfilling career, and be a critical and creative thinker, a collaborative and self-motivated learner, and a culturally-competent active citizen.
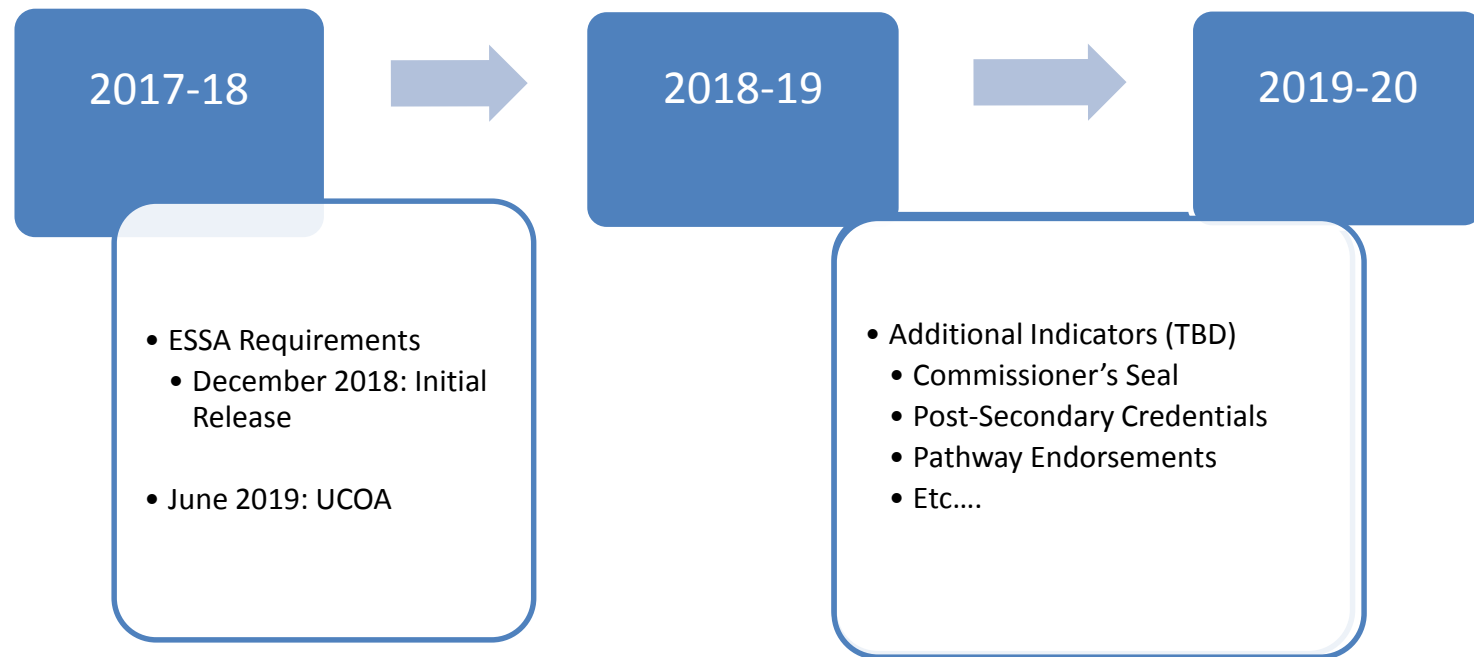
Well Rounded Education

Safe and Supportive Learning Environment

Student Centered Learning Experiences

Strategic and Flexible Use of Resources

High Quality Educators

Ambitious Expectations for Student Achievement

Well Rounded Education
Accountability & Responsibility System

Category	A high quality education provides …	
Ambitious Expectations for Student Achievement	Equitable access to high quality learning experiences that result in the achievement of academic skills and knowledge to be career and college ready.	CIS Report Cards
Student Centered Learning Experiences	Expanded opportunities for every student to shape their own learning both broadly and deeply	CIS Report Cards
Safe and Supportive Learning Environment	Healthy and safe environments where students are supported in achieving their goals.	CIS Report Cards
High Quality Educators	Diverse educators who are well prepare and qualified to meet student needs.	Report Cards
Strategic and Flexible Use of Resources	Sufficient, equitable and thoughtful use of fiscal resources	Report Card

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Accountability System Tools

Index	Classification	Report Cards
• Emphasize transparency and simplicity • Small number of valid and reliable measures to differentiate schools • Primary use is to classify schools to meet federal requirements. • Not designed to provide all of the information to inform how schools can improve. • Maintains student achievement as predominant weight as required under ESSA • Does not fully account for indicators of well-rounded education	• Classification system includes 5 levels to differentiate schools • Identify schools for targeted and comprehensive support and improvement	• Comprehensive profile of school, student and educator demographic information. • Deeper level of information to help the school, LEA, and state constituents identify areas of strength and need and to prompt improvement. • Includes range of indicators of well-rounded education

Report Card Release Timeline

2017-18	→	2018-19	→	2019-20

2017-18
- ESSA Requirements
  - December 2018: Initial Release
- June 2019: UCOA

2018-19
- Additional Indicators (TBD)
  - Commissioner's Seal
  - Post-Secondary Credentials
  - Pathway Endorsements
  - Etc....

Report Cards (First Release)

Create accessible and drillable report cards for school, district, and state report cards

All applicable data will be presented for all students, and disaggregated by applicable subgroups, as long as there are more than ten (10) students in the school that are associated with that subgroup.

Recommended Metrics for School Level Report Cards	
General Information	• Overall summative rating/ classification • Progress against State Goals • Demographic information, including subgroups
Ambitious Expectations for Student Achievement	• Student Academic Proficiency • Student Academic Growth • Students Exceeding Academic Expectations • English Language Proficiency Progress of English Learners • 4-, 5-, and 6-year Graduation Rates
Student Centered Learning Experiences	• Graduates achieving post-secondary credit
Safe and Supportive Learning Environments	• Chronic Absenteeism • Suspension Rates • Results of school climate survey from parents and students • SurveyWorks results of Family Engagement (interaction with the school) • SurveyWorks results for Family Support (academic and social outside of school
High Quality Educators	• Number of teachers are considered inexperienced, ineffective, or out of field
Strategic and Flexible Use of Resources	• School facilities rating • Per pupil spending of federal, state, and local funds

Report Cards (Future Releases)

Create accessible and drillable report cards for school, district, and state report cards
All applicable data will be presented for all students, and disaggregated by applicable subgroups, as long as there are more than ten (10) students in the school that are associated with that subgroup.

Recommended Metrics for School Level Report Cards	
General Information	• Overall summative rating/ classification • Progress against State Goals • Demographic information, including subgroups
Ambitious Expectations for Student Achievement	• Student Academic Proficiency • Student Academic Growth • Students Exceeding Academic Expectations • English Language Proficiency Progress of English Learners • 4-, 5-, and 6-year Graduation Rates • State Science Assessment • Students Earning Commissioner's Seal
Student Centered Learning Experiences	• Graduates achieving post-secondary credit or credentials • Graduates earning a Pathway Endorsement
Safe and Supportive Learning Environments	• Chronic Absenteeism • Suspension Rates • Results of school climate survey from parents and students • SurveyWorks results (continued)
High Quality Educators	• Number of teachers are considered inexperienced, ineffective, or out of field • Diversity of the workforce
Strategic and Flexible Use of Resources	• School facilities rating • Per pupil spending of federal, state, and local funds

We Are Working On Now….
Identify Report Card Requirements

- **Document requirements**
  - Identify items defined in federal guidance document
  - Recognize input from CoP feedback
  - Identify additional requirements not already included in the document
- Identify the data source(s) for each requirement
- **Identify any missing data elements**
  - RIDE does not expect any new collections but there are several elements that need to be added to existing collections (Foster Care and Military)
- Define owner(s) of each requirement
- Review requirements with each owner
- Adjust requirements as necessary
- Final sign-off with each office on requirement/data source
- Final report card matrix requirement document

Next Several Months….
Load Data into the Data Warehouse

- LEA/School Directory Data
- School Poverty Quartiles Data
- Section 1003 School Improvement Data
- Civil Rights Data
- NAEP Data
- Educator Quality Data
    - Personnel Assignment Data
    - Certification Data (Emergency/Provisional Certificates Issued)
- Enrollment Data
- Program Collection Data
- Graduation Rates Data
- State Assessment Data
- Accountability Data (including school summative determination, etc.)
- UCOA Data
- Post-Secondary Enrollment Data

Process Moving Forward…
Report Card Visualizations Development

- Accountability

- Assessment(s)

- Charter School

- Civil Rights

- Development of Report Card Pages

- Educator Qualifications

- [Graduation Rate](#)

- NAEP

- Per Pupil Expenditures

- Post-Secondary Enrollment

- School Improvement

- Post-Secondary Enrollment

Stakeholder Engagement

Committee of Practitioners Suggestions

– Produce Report Card in Multiple Languages

– Dynamic, clickable, drillable

– Provide LEA and School Customization

– Provide data beyond test scores (SurveyWorks, etc)

– Comparable to "like" schools and districts

– Request Feedback During Development

Input Questions
For discussion at the next meeting…

- Who is the primary audience(s) for the report card?
  – State, District and School report cards

- ESSA specifies that report cards will be accessible.
  – What does accessible mean to you?

- Where do you currently go for information about your school(s)?

- Should the report card be a 'one stop shop' or should it contain only certain types of information?

- What (if any) additional information would you expect to find in the report card?

- Which information overall is most important to highlight?

- For each indicator, which information should be most prominent?

Closing and Next Steps

Thank you!

- ## What's next?
  Follow up email will contain:
  - Link to materials from this meeting
  - Write up of each of these recommendations
  - Ask for which topic you would like to discuss
  - Solicit support for spreading the word about survey and public forums
  - A survey to input constituent feedback **DUE APRIL 10**

- ## Next meeting: April 12, 2017
  4-6 pm at New England Tech
  One New England Tech Boulevard, Room S330 East Greenwich, RI
  Input Topic: Feedback on Title IV, School Improvement, & Report Cards

- ## Questions or concerns?
  Please contact Felicia Brown at felicia.brown@ride.ri.gov